



64TH CONFERENCE ON EXCEPTIONAL CHILDREN

WORKING TOGETHER TO ACHIEVE STUDENT SUCCESS


CLASSROOM RELOADED

Charlotte Mecklenburg Schools
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PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

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CMS Background

- ❖ History of Charlotte Mecklenburg Schools (CMS)
- ❖ How far we have come







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About Charlotte Mecklenburg Schools


- ❖ 143,000 Students
- ❖ 160 Schools
- ❖ 18,100 Employees
- ❖ 10,800 Teachers and school support staff
- ❖ 14,000 Students with disabilities
- ❖ 1,216 Students with autism
- ❖ 1,113 DD: Half will gain AU label at 8
- ❖ 2,615 OH: Roughly 1/3 are dually diagnosed



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About Self-Contained AU


- ❖ 79 total AU classrooms
- ❖ 8:1:1 ratio (increase from previous years)
- ❖ Approximately 475 students in self-contained classes in CMS
- ❖ 30% of AU population served in self-contained, 70% resource and General Education
- ❖ Sustained support in all areas
- ❖ Extensions of Common Core Standards
- ❖ Non-diploma track

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Typical AU Class in CMS

- ❖ Low teacher-student ratio
- ❖ Instruction in all academic areas: ECCSS
- ❖ Emphasis on social skills and communication
- ❖ Whole group, small group and 1:1 instruction
- ❖ Intense and systematic instruction
- ❖ High degree of structure, consistency and predictability
- ❖ Individual reward systems
- ❖ Visual supports
- ❖ Data collection
- ❖ Emphasis on prompt hierarchy
- ❖ Self-help skills
- ❖ Close collaboration with related service providers



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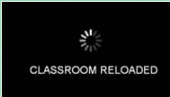
Why Classroom Reloaded?

- ❖ High rate of teacher turn-over in AU classrooms (25% this year)
- ❖ Lack of available coaches for AU teachers
- ❖ Need for systematic support for teachers
- ❖ Increase in class sizes
- ❖ Intensity burnout for teachers

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The Mission

The mission of CLASSROOM RELOADED is to provide teachers of students with autism sustained and systematic support to maximize student success



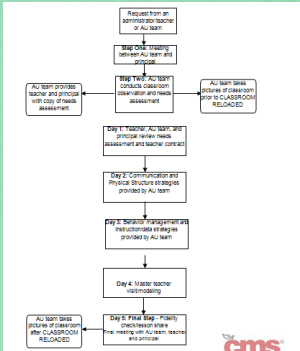
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Classroom Reloaded

- ❖ A comprehensive renovation experience for AU classrooms
- ❖ Arose from the need for sustained and intensive support for AU teachers (historically high turn-over, substantial support requests, workers' compensation claims, etc.)
- ❖ Includes restoration and improvement of visual supports, classroom structure, behavior/classroom management, and instruction
- ❖ Up to 5 visits of coaching, intervention, modeling by master teachers, and intensive training
- ❖ Teachers can be referred by autism team, principal or administration team, or can refer themselves
- ❖ Designed for classrooms "in crisis" or "near crisis" and for new teachers

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The Flow

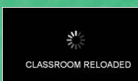


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graph TD
    A[Request form by administrator/teacher or AU team] --> B[Initial One Training Session AU team and principal]
    B --> C[Step Two: AU team conducts classroom observation and needs assessment]
    C --> D[Step Three: AU team writes proposal for renovation]
    C --> E[AU team sends proposal to classroom reloaded]
    D --> F[Step Four: AU team writes proposal for renovation]
    F --> G[Step Five: Communication and physical structure changes provided by AU team]
    G --> H[Step Six: Additional communication and instructional changes provided by AU team]
    H --> I[Step Seven: Master teacher retraining]
    I --> J[Step Eight: Final review of renovation and classroom reloaded]
    J --> K[AU team sends proposal of renovation and classroom reloaded]
  
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The flowchart illustrates the Classroom Reloaded process, starting with a request form and ending with a final review and proposal submission. The process involves multiple steps of assessment, communication, and retraining, supported by the AU team and Classroom Reloaded.


Initiation of Classroom Reloaded



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Classroom Reloaded can be initiated by:


- ❖ Principal
- ❖ Teacher
- ❖ AU team



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Interviews


- ❖ Teacher and Principal given a set of interview questions to complete prior to the first visit by AU Team
- ❖ [Teacher Interview](#)
- ❖ [Principal Interview](#)


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Consent

- ❖ 2 Consent Letters to Principal and Teacher
- ❖ A meeting between the AU team, principal and teacher
- ❖ An observation and needs assessment completed by the AU team
- ❖ An individualized support plan developed by the support team and classroom staff
- ❖ Plan may include:
 - Up to 5 instructional days of in class support from the AU team
 - Instructional and/or behavioral management coaching
 - Physical classroom makeover
 - Development of materials and lesson plans
 - Modeling of prompting techniques and visual strategies
 - Training in data collection


Visit 1 Observation and Needs Assessment

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Observation (Visit 1)

- ❖ AU Team conducts full day observation
- ❖ The team **does not** interact with teacher and/or students
- ❖ Observes and collects information to complete Needs Assessment


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Needs Assessment (Visit 1)

- ❖ AU team completes full Needs Assessment based on observations to be shared with principal and teacher at the start of visit two.
- ❖ [Blank Needs Assessment](#)
- ❖ [Middle School Needs Assessment](#)


Contracts Visits 2 & 3

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Contracts

- ❖ Each visit of the process, the AU team and teacher enter into a contract regarding what **MUST** be completed before the next visit.
- ❖ The teacher, principal and AU team must meet, agree to the terms and sign each contract.


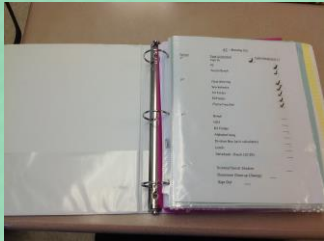
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Contract 1 (Physical Structure)

Recommended Strategies	Physical Structure			Date completed by:
	Materials:	Furniture:	Person Responsible:	
1. Create Independent work stations for each student.	-work bins -visual work system with pic symbols -file folder activities -developmentally appropriate work tasks per student	-bookshelves -desks	-Teacher 1 -Principal -Custodian -AU Team	1/22/2013

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Independent Work Stations



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Contract 1 (Communication)			
Communication Plans			
Recommended Strategies	Materials	Person Responsible	Date
1. Create a simple communication tool for Student 2	-Boardmaker Software -SymbolStix -Velcro -List of Targeted Words	-Teacher -SLP -Instructional Assistant	1/22/2014
2. Create Social Stories for Student 3 about asking for help and completing work using a structured worksheet.	-SymbolStix -www.voki.com	-Teacher -SLP -Instructional Assistant	1/22/2014

My teacher will give me a list of work I need to finish. I have to do my best to finish my work so that I can show my teacher how smart I am! As I finish my work, I will check the box and move on to the next number. When I am finished, I will get a smiley on my chart and will get my choice activity!

Harry's Work

☐ 1. _____

☐ 2. _____

☐ 3. _____

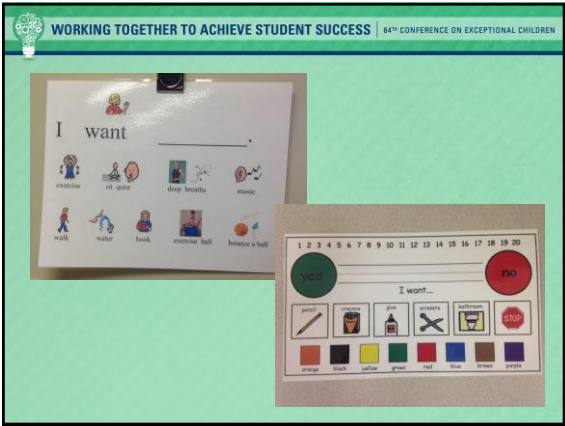
☐ 4. _____

☐ 5. _____

If I need help I raise my hand and say to my teacher "Help please!" My teacher will be happy to help me get started, but I need to try my best. It makes my teacher happy when I work hard.

If I do not finish my work, I will not get a smiley or my choice activity. This will make me and my teacher sad. So, I will try my best to finish all of my work so I can show how smart I am!

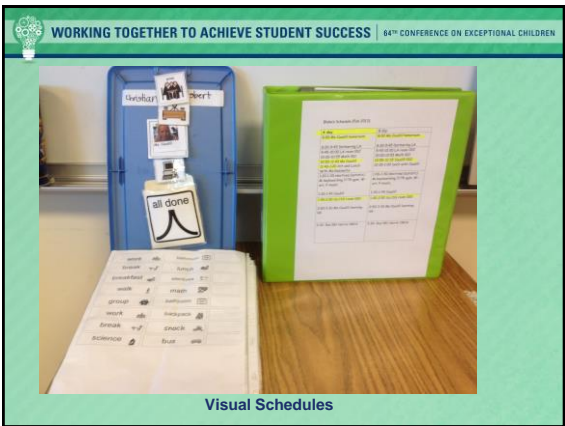
Mario, my teacher and my family want me to do my best, finish my work and get my choice activity!




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Contract 1 (Visual Supports)

Visual Support				
Recommended Strategies	Setting	Materials	Person Responsible	Date
1. Create tiered schedules to meet the individual needs and abilities of each student.	-Total school environment	-Boardmaker -SymbolStix -Velcro -Laminate -Markers	-Teacher 1 -AU Team -Instructional Assistant	1/22/2014






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Contract 2 (2-3 weeks later)

[Contract 2](#) (Visit 3)

- Behavioral Strategies
- Instructional Strategies
- Data Collection




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Contract 2 (Behavioral Strategies)


Behavioral Strategies				
Recommended Strategies	Setting	Materials	Person Responsible	Date
1. Update Visuals: "I am Working For" with appropriate students choices.	-group work desk/table -independent work stations -special area/elective classes	-Boardmaker -Tokens -Velcro -Laminate	-Teacher 1 -AU Team	2/5/2014



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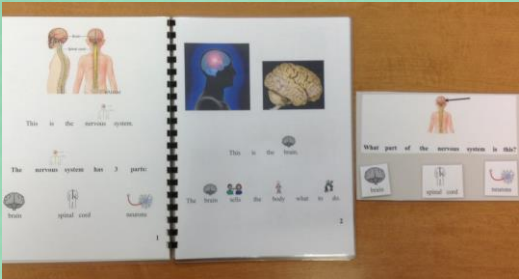



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Contract 2 (Instructional Strategies)

Instructional Strategies				
Recommended Strategies	Subject	Materials	Person Responsible	Date
1. Adapt grade level lessons to meet the needs of each student	-Science (Copy of Extended Content Standards)	-Grade level text book	-Teacher 1	2/5/2013
		-Boardmaker	-AU Team	
		-Laminate	-SLP	
		-Velcro		

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Contract 2 (Data Collection)

Data Collection				
Recommended Strategies	Area (Behavioral, IEP goals, Academic)	Type of Data Collection Tool	Person Responsible	Date
1. Begin taking data on the level of prompting each student requires to access academic lessons.	Academic	Prompt Level Sheet (number of correct responses)	-Teacher 1 -Instructional Assistant	2/5/2014

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Student Name: [REDACTED] Test: [REDACTED] WILL ANSWER "WHY" QUESTIONS ABOUT A STORY (UNDERSTANDING IN 4/5 YEARS).

Reading/Writing: [X] Math

Date	2/5	2/7	2/12	2/14	2/19	2/21	2/24
1	VP	VP	VP	VP	VP	VP	VP
2	VP	VP	VP	VP	VP	VP	VP
3	VP	VP	VP	VP	VP	VP	VP
4	VP	VP	VP	VP	VP	VP	VP
5	VP	VP	VP	VP	VP	VP	VP
Total Independent	1/5	2/5	1/5	2/5	2/5	2/5	2/5
With Whom:	VP	VP	VP	VP	VP	VP	VP
Date:							
1							
2							
3							
4							
5							
Total Independent							
With Whom:							

Student Response Codes:
 I-Independent
 VP-Verbal Prompt
 G-Gestural
 MH-Hand Over Hand

Materials used:

With Whom:

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Student: [REDACTED] Setting: INDEPENDENT / 1:1 TEACHER

Subject: LITERACY

Date	Materials	Accommodations	Outcomes	Comments
2/5	#1-5 COMBAT w/ 1:1 COPE.	[X] Physical hand over hand prompts [X] Verbal prompts [X] Task analysis Other:	[X] Completed 3 out of 5 Could not complete task Other:	ATTENDED UP 3 of 4
2/7	INDEPENDENT #1-5	[X] Physical hand over hand prompts [X] Verbal prompts [X] Task analysis Other:	[X] Completed 2 out of 5 Could not complete task Other:	ATTENDED UP 3 of 4
2/12	INDEPENDENT #1-10	[X] Physical hand over hand prompts [X] Verbal prompts [X] Task analysis Other:	[X] Completed 4 out of 10 Could not complete task Other:	
2/14	#1-5 COMBAT w/ 1:1 COPE.	[X] Physical hand over hand prompts [X] Verbal prompts [X] Task analysis Other:	[X] Completed 3 out of 5 Could not complete task Other:	
		[X] Physical hand over hand prompts [X] Verbal prompts [X] Task analysis Other:	[X] Completed 3 out of 5 Could not complete task Other:	

Master Teacher Visit Visit 4


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Master Teacher Visit

- ❖ Pay for a substitute teacher so that a Master Teacher can spend a day in the classroom in crisis to provide the necessary coaching
- ❖ Master Teacher has access to contracts
- ❖ Checks for fidelity of implementation
- ❖ Makes additional recommendations based on teacher/classroom needs
- ❖ Forwards additional recommendations to Principal, teacher and AU Team
- ❖ Master Teacher shares adapted lessons

Fidelity Check Visit 5

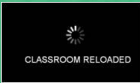

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Fidelity Check

- ❖ Teacher guides tour of classroom for AU Team and principal to display changes made
- ❖ AU Team checks for fidelity of implementation of recommended strategies
- ❖ Teacher models academic lesson for AU Team and principal


Challenges



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Challenges

- ❖ Principals have requested the Classroom Reloaded Experience as a way to gain documentation for dismissal
- ❖ Limited to 5 Visits
- ❖ Teacher turn over

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Challenges

- ❖ 2 Itinerant Coordinating Teachers support:
 - 2,000 students with autism
 - 79 self-contained classrooms for autism
 - Provide training on autism to entire district

Questions?